

BY AUTHOR

Alexander, Patricia A. (see Jetton, Tamara L.)

Anderson, Richard C. (see Shu, Hua)

Barone, Diane M. (see Readence, John)

Baumann, James F. & Gay Ivey. *Delicate balances: Striving for curricular and instructional equilibrium in a second-grade, literature/strategy-based classroom*, No. 3, pp. 244-275.

Bean, Thomas W. & Paul Cantú Valerio. *Book Review: Constructing school success in literacy: The pathway to college entrance for minority students*, No. 3, pp. 320-327.

Bloome, David & Susan Talwalkar. *Book reviews: Critical discourse analysis and the study of reading and writing*, No. 1, pp. 104-112.

Bond, Guy L. & Robert Dykstra. *The cooperative research program in first-grade reading instruction*, No. 4, pp. 345-427.

Bryant, Peter (see Suk-Han Ho, Connie)

Cox, Beverly E., Zhihui Fang, & Beverly White Otto. *Preschoolers' developing ownership of the literate register*, No. 1, pp. 34-53.

Dykstra, Robert (see Graves, Michael F. et al.)

Fang, Zhihui (see Cox, Beverly E. et al.)

Feitelson, Dina (see Rosenhouse, Judith et al.)

Goldstein, Zahava (see Rosenhouse, Judith et al.)

Graves, Michael F. & Robert Dykstra. *Contextualizing the First-Grade Studies: What is the best way to teach children to read?* No. 4, pp. 342-344.

Harris, Violet J. (see Ingram, Arlette Willis)

Hartman, Douglas K. (see Moore, David W. et al.)

Hulme, Charles (see Nation, Kate)

Isakson, Marné B. *IRA Outstanding Dissertation Award for 1997: Learning from practice: Supporting the literacy learning of reluctant and less proficient adolescent readers*, No. 4, pp. 334-336.

Ivey, Gay (see Baumann, James F.)

Jetton, Tamara L. & Patricia A. Alexander. *Instructional importance: What teachers value and what students learn*, pp. 290-308.

Jiménez, Robert T. *The strategic reading abilities and potential of five low-literacy Latina/o readers in middle school*, No. 3, 224-243.

Kita, Bracha (see Rosenhouse, Judith et al.)

Koolstra, Cees M., Tom H.A. van der Voort, & Leo J.Th. van der Kamp. *Television's impact on children's reading comprehension and decoding skills: A 3-year panel study*, No. 2, pp. 128-152.

McGee, Lea M. & Victoria Purcell-Gates. *Conversations: So what's going on in research in emergent literacy?* No. 3, pp. 310-318.

Monaghan, E. Jennifer (see Moore, David W. et al.)

Moore, David W. *Book Reviews: The first R: Every child's right to read*, pp. 212-215.

Moore, David W., E. Jennifer Monaghan, & Douglas K. Hartman. *Conversations: Values of literacy history*, No. 1, pp. 90-102.

Morrow, Lesley Mandel, Michael Pressley, Jeffrey K. Smith, & Michael Smith. *The effect of a literature-based program integrated into literacy and science instruction with children from diverse backgrounds*, No. 1, pp. 54-76.

Nagy, William E. (see Scott, Judith A.)

Nation, Kate & Charles Hulme. *Phonemic segmentation, not onset-rime segmentation, predicts early reading and spelling skills*, No. 2, pp. 154-167.

Neuman, Susan B. (see Shanahan, Timothy)

Neuman, Susan B. & Kathleen Roskos. *Literacy knowledge in practice: Contexts of participation for young writers and readers*, No. 1, pp. 10-32.

Otto, Beverly White (see Cox, Beverly E. et al.)

Pearson, P. David. *The First-Grade Studies: A personal reflection*, No. 4, pp. 428-432.

Pressley, Michael (see Morrow, Lesley Mandel et al.)

Purcell-Gates, Victoria (see McGee, Lea M.)

Readence, John E. & Diane M. Barone. *Editorial comments*, No. 1, p. 8.

Readence, John E. & Diane M. Barone. *Editorial: Revisiting the First-Grade Studies: The importance of literacy history*, No. 4, pp. 340-341.

Rosenhouse, Judith, Dina Feitelson, Bracha Kita, & Zahava Goldstein. *Interactive reading aloud to Israeli first graders: Its contribution to literacy development*, No. 2, pp. 168-183.

Roskos, Kathleen (see Neuman, Susan B.)

Scott, Judith A. & William E. Nagy. *Understanding the definitions of unfamiliar verbs*, No. 2, pp. 184-200.

Searfoss, Lyndon W. *Connecting the past with the present: The legacy and spirit of the First-Grade Studies*, No. 4, pp. 433-438.

Shanahan, Timothy & Susan B. Neuman. *Conversations: Literacy research that makes a difference*, No. 2, pp. 202-210.

Shu, Hua & Richard C. Anderson. *Role of radical awareness in the character and word acquisition of Chinese children*, No. 1, pp. 78-89.

Smith, Jeffrey K. (see Morrow, Lesley Mandel et al.)

Smith, Michael (see Morrow, Lesley Mandel et al.)

Suk-Han Ho, Connie & Peter Bryant. *Learning to read beyond the logographic phase*, No. 3, pp. 276-289.

Talwalkar, Susan (see Bloome, David)

Valerio, Paul Cantú (see Bean, Thomas W.)

van der Kamp, Leo Th. (see Koolstra, Cees M. et al.)

van der Voort, Tom H.A. (see Koolstra, Cees M. et al.)

Willis, Arlette Ingram & Violet J. Harris. *Expanding the boundaries: A reaction to the First-Grade Studies*, No. 4, pp. 439-445.

BY SUBJECT

At risk

Jiménez, Robert T. *The strategic reading abilities and potential of five low-literacy Latina/o readers in middle school*, No. 3, 224-243.

Attitudes/interests

Jetton, Tamara L. & Patricia A. Alexander. *Instructional importance: What teachers value and what students learn*, pp. 290-308.

Rosenhouse, Judith, Dina Feitelson, Bracha Kita, & Zahava Goldstein. *Interactive reading aloud to Israeli first graders: Its contribution to literacy development*, No. 2, 168-183.

Basal readers

Bond, Guy L. & Robert Dykstra. *The cooperative research program in first-grade reading instruction*, No. 4, pp. 345-427.

Cognitive processes

Neuman, Susan B. & Kathleen Roskos. *Literacy knowledge in practice: Contexts of participation for young writers and readers*, No. 1, pp. 10-32.

Comprehension

Koolstra, Cees M., Tom H.A. van der Voort, & Leo J.Th. van der Kamp. *Television's impact on children's reading comprehension and decoding skills: A 3-year panel study*, No. 2, pp. 128-152.

Scott, Judith A. & William E. Nagy. *Understanding the definitions of unfamiliar verbs*, No. 2, pp. 184-200. Shu, Hua & Richard C. Anderson. *Role of radical awareness in the character and word acquisition of Chinese children*, No. 1, pp. 78-89.

Content area literacy

Morrow, Lesley Mandel, Michael Pressley, Jeffrey K. Smith, & Michael Smith. *The effect of a literature-based program integrated into literacy and science instruction with children from diverse backgrounds*, No. 1, pp. 54-76.

Critical discourse

Bloome, David & Susan Talwalkar. *Book reviews: Critical discourse analysis and the study of reading and writing*, No. 1, pp. 104-112.

Critical reading/thinking

Jiménez, Robert T. *The strategic reading abilities and potential of five low-literacy Latina/o readers in middle school*, No. 3, 224-243.

Emergent literacy

Bond, Guy L. & Robert Dykstra. *The cooperative research program in first-grade reading instruction*, No. 4, pp. 345-427.

Cox, Beverly E., Zhihui Fang, & Beverly White Otto. *Preschoolers' developing ownership of the literate register*, No. 1, pp. 34-53.

Nation, Kate & Charles Hulme. *Phonemic segmentation, not onset-rime segmentation, predicts early reading and spelling skills*, No. 2, pp. 154-167.

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Rosenhouse, Judith, Dina Feitelson, Bracha Kita, & Zahava Goldstein. *Interactive reading aloud to Israeli first graders: Its contribution to literacy development*, No. 2, 168-183.

Suk-Han Ho, Connie & Peter Bryant. *Learning to read beyond the logographic phase*, No. 3, pp. 276-289.

Historical research

Moore, David W., E. Jennifer Monaghan, & Douglas K. Hartman. *Conversations: Values of literacy history*, No. 1, pp. 90-102.

Instructional materials/methods/strategies

Baumann, James F. & Gay Ivey. *Delicate balances: Striving for curricular and instructional equilibrium in a second-grade, literature/strategy-based classroom*, No. 3, pp. 244-275.

Bond, Guy L. & Robert Dykstra. *The cooperative research program in first-grade reading instruction*, No. 4, pp. 345-427.

Morrow, Lesley Mandel, Michael Pressley, Jeffrey K. Smith, & Michael Smith. *The effect of a literature-based program integrated into literacy and science instruction with children from diverse backgrounds*, No. 1, pp. 54-76.

Language (non-English)

Jiménez, Robert T. *The strategic reading abilities and potential of five low-literacy Latina/o readers in middle school*, No. 3, 224–243.

Shu, Hua & Richard C. Anderson. *Role of radical awareness in the character and word acquisition of Chinese children*, No. 1, pp. 78–89.

Suk-Han Ho, Connie & Peter Bryant. *Learning to read beyond the logographic phase*, No. 3, pp. 276–289.

Literature-based instruction

Baumann, James F. & Gay Ivey. *Delicate balances: Striving for curricular and instructional equilibrium in a second-grade, literature/strategy-based classroom*, No. 3, pp. 244–275.

Morrow, Lesley Mandel, Michael Pressley, Jeffrey K. Smith, & Michael Smith. *The effect of a literature-based program integrated into literacy and science instruction with children from diverse backgrounds*, No. 1, pp. 54–76.

Phonemic segmentation

Nation, Kate & Charles Hulme. *Phonemic segmentation, not onset-rime segmentation, predicts early reading and spelling skills*, No. 2, pp. 154–167.

Research summary

Shanahan, Timothy & Susan B. Neuman. *Conversations: Literacy research that makes a difference*, No. 2, pp. 202–210.

Semantics/syntax

Cox, Beverly E., Zhihui Fang, & Beverly White Otto. *Preschoolers' developing ownership of the literate register*, No. 1, pp. 34–53.

Teacher beliefs/attitudes

Jetton, Tamara L. & Patricia A. Alexander. *Instructional importance: What teachers value and what students learn*, pp. 290–308.

Teacher practices

Jetton, Tamara L. & Patricia A. Alexander. *Instructional importance: What teachers value and what students learn*, pp. 290–308.

Vocabulary

Scott, Judith A. & William E. Nagy. *Understanding the definitions of unfamiliar verbs*, No. 2, pp. 184–200.

Word recognition

Koolstra, Cees M., Tom H.A. van der Voort, & Leo J.Th. van der Kamp. *Television's impact on children's reading comprehension and decoding skills: A 3-year panel study*, No. 2, pp. 128–152.